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ABSTRACT

Outreach programs were developed by National Resource Centers in Foreign Language and International Studies (often called "Title VI Centers") in response to a federal mandate. Much of the effort of those Title VI Centers' outreach coordinators who specialize in elementary and secondary education has been directed to staff development; however, in the past 10 years, several Title VI centers have worked actively in the K-12 arena. These centers include those focusing on African, Asian, Canadian, Eastern European, Latin American, and Middle Eastern studies. Outreach coordinators develop inservice program to broaden teachers' awareness of global education and provide instructional materials and other resources for their use in the classroom and workshops. Programs, organized for students and teachers, widen their appreciation of different cultures by using educational resources available at museums. Opportunities are provided for social studies teachers to participate in summer seminars abroad. The prerequisites for working as outreach coordinators are an understanding of the school setting, ability to work with teachers and an interest in providing resource materials to classroom teachers. An agenda for Title VI center outreach programs in the next 5 to 10 years incorporates building a national cadre of teachers with a global perspective appropriate to all grade levels and in all subjects. (JD)

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# STAFF DEVELOPMENT IN GLOBAL EDUCATION: AN AREA STUDIES PERSPECTIVE

This paper describes the outreach work of National Resource Centers in Foreign Language and International Studies in professional development for K-12 education.

by M. Wiley

The federally funded National Resource Centers in Foreign Language and International Studies, popularly known as Title VI Centers, have been functioning since the late 1950s. They now include all world areas and ten to twelve centers with specialization on international issues, such as food, population, development. Several centers had begun outreach work on their own, based on the conviction that specialized knowledge should be shared beyond the halls of academe to those who teach about world areas in schools and community agenices. In the early 1970s, all centers were obliged by the U.S. Office of Education to expand their work beyond teaching and research at the graduate level to include "outreach." The definition of outreach has been comprehensive, covering any off-campus service or event sponsored by the center or any on-campus event open to the general public. With such a wide scope within which to account for the necessary outreach work, some centers met the federal requirements with little or no effort to serve the needs of K-12 education. In fact, the K-12 community need not be included, as there are no specific guidelines, and some centers focus their work very effectively elsewhere, e.g. with the business community, with the media, or with faculty and curriculum development in other colleges and universities.

In the past ten years, however, several Title VI centers have worked actively in the K-12 arena. These centers include African, Asian, Canadian, Eastern European, Latin American and Middle Eastern studies. A few centers have hired experienced classroom teachers to develop a school's program, and their efforts have varied from a focus on development of teaching materials to the introduction of courses for teachers, the establishment of inservice

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programs, evaluation of teaching materials and textbooks and consulting with major K-12 publishing houses. Some centers have developed collegial relationships with the college of education in their university and have played a part in preservice teacher preparation. This has taken the form of offering courses in methodologies of teaching and learning about a specific world area to team teaching in courses in social studies methods or ones in social and psychological foundations.

Evaluating and writing textbooks is now widespread among outreach coordinators. This activity has a direct impact on what is taught about our world and its people and therefore has a significant if indirect influence on staff development. This outreach work will not be discussed in this paper, however, which will focus on the more common understanding of staff development.

Much of the effort of outreach coordinators who specialize in K-12 work has been directed to staff development, principally through inservice work, through teacher and student enrichment programs at community agencies such as museums and through seminars abroad.

Inservice

Title VI outreach coordinators working in K-12 staff development utilize many channels to gain access to inservice time with teachers. State and regional professional organizations, such as the councils for the social studies and the councils for foreign language, music or art teachers, welcome high quality sessions on world areas, geography, culture, arts and global issues in their annual meetings which attract hundreds of classroom teachers. Many outreach programs provide one or two hour introductory inservice programs at intermediate, local and building level inservice days. These may be followed by consultation

with individual teachers who wish to pursue a special topic such as teaching about children's roles in Nigerian cultures. If the inservice is sponsored under the multicultural enrichment program, the follow-up is frequently related to ways in which ethnic groups in the United States, such as Afro-Americans, can learn about their origins and about the impact their cultural heritage has had on North American culture generally. Making these connections is important. Who would guess that the bas-Kongo gave us the drum-majorette?

Another significant concern of area studies outreach coordinators working in staff development is to encourage the global educator's persistent plea to learn from as well as about other cultures. Western culture assumes superiority in the world. Teachers must be aware of this and be careful not to identify technological superiority with cultural superiority. Western educators can develop a global perspective rejecting this assumption by acquiring what Seymour Fersch and others call for--the open mind to learn from others. One example of this is described in the Chicken Thief drama (see attached), which is an attempt to look at possibilities for conflict resolution in the classroom by learning how the Dare functioned in traditional Shona society in Zimbabwe. This example precludes the focus on individualism of Western society and understands deviance as a communal weakness. It can be applied to our own classrooms, not only as a technique for understanding individual behavior, but as a model for seeing the whole, total classroom as a subject of human society and of human interaction and interdependence.

Inservice staff development may be pursued through on-campus workshops of varying length and through summer workshops . Several summer workshops in

international education have been arranged, for example, by the Manford Consortium which includes Title VI Centers. There have been supported by the school districts within the Bay area and/or by the National Endowment for the Humanities. The outreach coordinators cooperate in the workshop planning and staffing and add their resources to those from the college of education for use by the participants.

Title VI outreach programs in the Boston area have collaborated in teacher inservice workshops organized around a theme, such as the roles of women in several world areas. These have been well-attended, as were non-credit introduction area studies courses for teachers at Northwestern.

Staff from the area centers include the outreach coordinator and, frequently, a Foreign Curriculum Consultant from the world area. This consultant has had at least three years teaching experience in his or her own country and sometimes is quite familiar with the educational systems in the United States. Those centers which do not have full time consultants may utilize the services of students from the world area who would have special interest and knowledge in the topic. Recently, a Brazilian, South African and Philippino gave a four hour inservice for Model United Nations teacher/advisors meeting in Ontario on "The Impact of Energy on Agricultural and Industrial Development in my Country". A Title VI international center organized and paid the cost of the workshop. It will be repeated within the state of Michigan with other interested teachers and with the state's energy education office.

Inservice work in staff development has been the most widely used method of reaching teachers by the Title VI outreach coordinators and it has been very successful if success is measured in terms of changes teachers have made in their approach to area studies and in terms of their requests for additional information and advice about current and appropriate teaching

materials and methods.

Museums and Exhibits

Another effective method of reaching students and teachers involved in area studies (or world history, world cultures, world geography) is through using collections of artifacts in local museums. One Title VI program stands out in this area: the East Asia program at Harvard which utilizes the Boston Children's Museum for its outreach to schools. The program includes services to elementary and secondary students, but also affects many teachers in the Boston area who take advantage of the educational programs at the museum. The current knowledge and concerns of East Asian scholars are channeled directly to the teachers through this outreach program. Misconceptions and misinformation which may appear in textbooks and other teaching materials lagging behind current scholarship are corrected through the knowledge and expertise of the outreach coordinator. Careful presentation of cultural artifacts can develop an appreciative and open mind towards another culture which might not be developed through a self-conducted tour of a museum. Teachers and students can fail to see the significance of an object which appears "weird" if adequate interpretation is not present. These local outreach efforts can have a valuable impact over time.

Seminars Abroad

Several Title VI outreach programs have organized or taken part in summer seminars abroad for teachers. Most of these are funded through the

Group Projects Abroad program in the international education office of the U.S. Department of Education. Title VI outreach programs are especially well-adapted to meet the requirements for successful programs because they have both the access to teachers with particular interests in the given world area and access to teaching materials and resource persons to prepare the teachers for a well-based overseas experience. Selection of participants is an important step in this staff development plan. Choosing those who show the characteristics of leadership and commitment to improving the quality of teaching in their own classes and at broader levels is of critical importance. Inservice work after the overseas seminar needs the support of the teacher's principal and superintendent to assure time off for follow-up activities. Without this commitment, the experience can be limited to a personally gratifying and interesting one without further application to others.

Limiting overseas seminars to teachers of social studies is a mistake. Other disciplines should be included to gain the most from the program. Diverse teachers can reach diverse audiences upon return, thereby making maximum use of the seminar experience. The overseas seminar must be planned with all of the teachers' needs in mind. If art teachers are in the group, the arts of the country to be visited must be part of the program. If the group includes teachers and administrators at several levels in the K-12 system, those people will be able to share their experince with their colleagues, thereby maximizing the impact on several grade levels in addition to several disciplines.

Orientation for such staff development opportunities is very important. If the funding agency, such as the U.S. Department of Education Group Projects Abroad program will allow the funds to be used during the summer following the grant year, this affordsan entire academic year to select participants and to plan extensive orientation programs. A current study seminar to Zimbabwe has had six Saturday orientation days and five on-campus days at the African

Studies Center at Michigan State University to prepare for a six week seminar to Zimbabwe. These teachers have read hundreds of articles and several books on southern Africa; they have had discussions with several Southern Africans and will have elementary language lessons before they depart.

Such indepth staff development work is not common among Title VI centers, and it depends on outside funding. But it is an excellent opportunity to combine the interests and talents of teachers with the resources of an area center to bring about significant change in the quality of instruction in our schools. Effective use of participants after they have returned is the key to extending the impact of an overseas seminar.

## Prerequisites for K-12 Work by Title VI Outreach Coordinators

### Understanding the School Setting

Teachers in public schools, especially at the elementary level, do not have the luxury of specializing in one world area. If they are social studies teachers, they may be expected to cover world history, world geography, current world issues, Asian, African, Latin American, Middle Eastern, European, and Canadian area studies. This load is in addition to American history, economics, consumer education, etc. Needless to say, the task of keeping up on all of these topics is overwhelming and virtually impossible. These demands are augmented by concerns with discipline, extra curricular interests, evaluation of student work, etc. Teachers, therefore, want specific suggestions for the "best" textbook on world cultures, specific classroom lessons to bring out the salient issues in a world area class; a list of the three or four best resource materials, including films on a given topic or world area. The outreach coordinator cannot expect a teacher to find time to read all materials listed on a ten page bibliography.

Immediate and concise advice to limit a continental study to a national or regional focus, to suggest key vocabulary words and concepts to be avoided or emphasized, to recommend primary sources for use in class--these are the kinds of basic needs that the outreach coordinator must address.

Working with Professional Peers

There can be an unbridged gap between university faculty and public school teachers if the faculty arrogantly fail to understand the limitations of time placed upon teachers and therefore expect them to be more knowledgeable in specific areas than is humanly possible. Likewise, some school teachers assume that university faculty are interesting but irrelevant because they are so theoretical or esoteric and lack knowledge of the "real world" of the classroom. These assumptions can place the outreach coordinator in a very vulnerable position, being criticized as too specialized by teachers and as too generalized by their university faculty colleagues who would not presume to have adequate knowledge about an entire continent. The outreach coordinator is closer to the teachers' dilemma than to the faculty's position, in not being able to find time to learn enough about a world area to hold discourse with the scholars.

This position gives the outreach coordinator an opportunity to develop a relationship with teachers as professional peers, not all-knowing, but at least all-inquiring, and it is upon this mutual base that university area studies centers can communicate with and serve the needs of teachers. An understanding and respect for the demands of the classroom can and must lead to a positive relationship between teachers and outreach coordinators.

Providing Resources

Several Title VI centers have developed resource centers of print and audio-visual materials which are loaned or distributed to teachers. Teaching materials for use in the classroom, from a third grade flannel board lesson on human diversity and South African apartheid to a full four week program on early Turkish history can be found in such resource centers. Kits with artifacts, pictures, posters, slide and film strip sets, all are available in several of the over ninety centers throughout the country. Teachers are very acquisitive people, and the best of these resources are in constant use by teachers who know where to find them. Free and inexpensive handouts are an important part of the Title VI professional development program. These are distributed by many centers and become part of the teachers' basic materials, the simplest one being an updated map. Who would expect the 1982 National Geographic map of Africa and elementary level atlas to have two errors? (Western Sahara has vanished as a country, and South African "homelands" are colored in as independent nations.)

Outreach coordinators and their staff can keep abreast of materials published here and abroad which can be of use to classroom teachers. University faculty can and do assist outreach coordinators when they need help, which is why the centers can provide expert consultation not available from persons without a strong academic support system.

Summary

The past ten years have witnessed a growing role by the Foreign Area and Language Studies Centers in professional development in both pre-service and in-service education of teachers. This has been concomitant with the growth of

interest in and understanding of global education. Some Title VI centers have come to play a significant role in enhancing the quality and quantity of area studies, international and foreign language studies, and in courses in global issues. The even greater task of building a nationwide cadre of American teachers with a global perspective appropriate at all grade levels and in all subject matters also remains to be accomplished. Collegial cooperation among the many key agents of change committed to this goal will be necessary.

Five to Ten Year Agenda

1. Title VI outreach coordinators should increase their collaborative efforts with persons in global education who are based in colleges of education and in educational agencies, such as Global Perspectives in Education (GPE), the National Council for the Social Studies (NCSS), and the American Council on Teaching Foreign Languages (ACTFL). Mutuality in goals and complementarity in subject matter make this a priority for educators committed to international, foreign language and global education.
2. Title VI outreach programs should be planned with a national agenda in mind. Currently some outreach coordinators meet briefly every other year, and little coordination of effort is accomplished. Priorities should be set for tasks undertaken and centers should work collaboratively to achieve these objectives.
3. Outreach programs should expand their constituencies to include all disciplines and all grade levels. Too frequently, area studies inservice work attracts primarily social studies teachers and elementary teachers whose teaching

programs are flexible enough to permit the inclusion of a well-planned area studies unit.

4. Participants in workshops, summer seminars, within the country and abroad, should produce lessons, units, and curricula which are shared directly with the appropriate national profession organization, (GPE, ACTFL, NCSS, NCTE, etc.) which, in turn, should evaluate these products in a systematic way and publicize selected ones in their national journals and newsletters. Currently, there is a plethora of materials, but little critical evaluation.

5. More Title VI outreach coordinators who have knowledge of a foreign language should work with language teachers, locally and nationally, to increase the cultural content of foreign language classes, especially the content about areas of the world outside of Europe.

6. Title VI outreach coordinators should expand their work with multi-cultural school consultants and specialized teachers to increase the quality and quantity of knowledge about the cultural heritage of those world regions from which our nation's people come. Global education can grow well from a firm domestic multi-cultural base.

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